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ABSTRACT

The results of a 1975 seminar designed to examine the potential of a United Nations University are summarized. Considering that the university is still in the early stages of policy planning, the seminar was one means of demonstrating that there are people and organizations who support the university. Topics for discussions included: (1) What Is the United Nations University? (2) Can the United Nations University Become a Vehicle of World Education? (3) How Can World Citizens Foster Planetary Consciousness through the University? (4) Curriculum: Global Problems and Priorities, (5) The University as a Communications Center, (6) Research Priorities, and (7) How Can People Become Involved in the United Nations University? In discussing the university's status and future potential, the participants recommended that research should be multidisciplinary; the university should adopt a holistic approach to problem solving of global issues affecting mankind; the university should become a vehicle for the reorientation of education toward preparing students for life in a world community; and in order to effectively meet its objectives, the university should enlist the support of existing research organizations, universities, and nongovernment organizations. (Author/DE)

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# EXPLORING THE POTENTIAL OF THE UNITED NATIONS UNIVERSITY

World Citizens Assembly
San Francisco State University
San Francisco, California

July 21-25, 1975

Presented by:

The Northern California Committee
for the United Nations University
c/o Academy of World Studies
2820 Van Ness Avenue
San Francisco, CA 94109

Association for World Education
3 Harbor Hill Drive
Huntington, New York 11743

WORLD CITIZENS ASSEMBLY

Education Commission

Education Building, Room 117
San Francisco State University

## Exploring the Potential of the U.N. University

Organized by: Northern California Committee for the U.N. University, and the Association for World Education

Coordinator: Alfred Gilbert

**Monday July 21**

1:30-2:30 pm Welcome and Opening of the Education Commission

2:30-3:30 pm What is the U.N. University?
Facilitator: Dr. Helmut Callis, Professor of Political Science
University of Utah, Salt Lake City, Utah

3:30-4:30 pm Can the U.N. University Become a Vehicle of World Education
Facilitator: Dr. Soichi Iijima, President
University of Hiroshima, Hiroshima, Japan

**Tuesday July 22**

9:30 am-12:00 How Can World Citizens Foster Planetary Consciousness Through the U.N. University?
Facilitator: Dr. Peter Talbert, Director of Studies in Humanistic Psychology, Elk, California

2:00-3:00 pm The U.N. University Curriculum: Global Problems and Priorities
Facilitators: Professor Bennet Skewes-Cox, President
Academy of World Studies, San Francisco, California

Dr. T.Y. Lin, Professor of Engineering
University of California, Berkeley, California

3:00-4:00 pm The U.N. University as a Communications Center
Facilitator: Ms. Joan McKenna, Program Director
Quantum Communications, Berkeley, California

4:00-5:00 pm U.N. University Research:(eg Food Supply and Development)
Facilitators: Dr. W.C. Weir, Chairman, Department of Nutrition
University of California, Davis, California

Dr. Arnold Shultz, Professor of Enviromental Studies
University of California, Berkeley, California

**Wednesday July 23**

9:30-11:15 am How Can PEOPLE Become Involved in the U.N. University?
Facilitators: Dr. Tom Rusch, Professor of Political Science
University of California, Los Angeles, California

Mr. Tim Zimmer, Program Director, World Without War Council, Berkeley, California

Mrs. Dorothy Hackbarth, President
UNESCO Association/ USA, Oakland, California

Dr. Helmut Callis

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## Introduction

This three day seminar on "Exploring the Potential of the U.N. University" was jointly sponsored by the Northern California Committee for the U.N. University, in San Francisco, and the Association for World Education, headquartered in Huntington, N.Y. The seminar was an integrated part of the World Citizens Assembly, meeting at San Francisco State University between July 20-25, 1975. 400 world minded citizens from all parts of the world attended the five day Assembly. The seminar participants included members of the Northern and Southern California Committee(s) for the U.N. University, as well as individuals from Japan, India, Switzerland, and France. From the diversity of international interests and backgrounds, much fruitful discussion was generated which resulted in a number of significant observations, criticisms, and recommendations that follow in this report.

Considering that the U.N. University is still in the early stages of policy planning and operations, the purpose of the seminar was necessarily limited to "exploring" the University's potential. The goal of the members, however, is to have a voice in the future policy and operational planning of the University. This seminar was one means of reaching that goal by demonstrating that there are people and organizations who support the University, and are working to expand that support on the community level.

The objectives of the seminar members were as follows:

1. To learn of the University's present status
2. To determine the University's weaknesses and strengths according to its present and anticipated status
3. To recommend means by which those weaknesses could be minimized and the strengths maximized
4. To inform each other of organizational efforts to build a constituency of University supporters
5. To coordinate future efforts to expand that constituency in California

In discussing the University's present status and future potential, the participants offered several suggestions and recommendations for the consideration of the University Council and the Office of the Rector. Those recommendations most strongly supported were:

a) The University Council should fulfill its intention to focus on multidisciplinary research, the results of which should be disseminated and applied.

b) The U.N. University should adopt a wholistic approach to problem-solving of global issues affecting mankind.

c) The U.N. University should become a vehicle (by example and advocacy) for the re-orientation of education toward preparing students for life in a world community.

d) In order to effectively meet its stated objectives, the U.N. University should gather its support by inviting the participation of existing research and training organizations, as well as non-governmental organizations and citizens groups.

Frankly, these and additional recommendations in this report have been verbalized and recorded before in previous study groups. Nonetheless, the fact that such criticisms and suggestions are continuously voiced, only adds to the necessity for them to be considered and acted upon.

Alfred Gilbert

Jim Cox

Editors

Additional copies are available through the Northern California Committee for the U.N. University. Price: $1.00

Message from the Director-General of Unesco, Mr. Amadou-Mahtar M'Bow to the Workshop "Exploring the Potential of the United Nations University", San Francisco State University, 21-25 July 1975

I am glad to have this opportunity of addressing the workshop organized to explore the potential of the United Nations University, which so fortunately coincides with the celebration of the thirtieth anniversary of the end of the Second World War.

This initiative is particularly welcome at a time when a worldwide process of re-thinking has commenced with the aim of establishing a new economic, social and cultural order that will enable men everywhere, transcending the selfishness of nations, to organize the space around them rationally so that all may live freely and happily in brotherhood with their neighbours. The world today is a single entity and the threats to mankind are everywhere the same: the uncertainties which hang over peace, the anarchic exploitation of natural resources, the spoliation of the environment, the increasingly intolerable inequalities, and the all too frequent spurning of human rights.

It was to seek global answers to these pressing global problems of human survival, development and welfare that the United Nations University was sponsored by the United Nations and Unesco.

The United Nations University is conceived as an international community of scholars engaged in research, post-graduate training and dissemination of knowledge in furtherance of the purposes and principles of the Charter of the United Nations. According to its own Charter, the University, "shall endeavour to alleviate the intellectual isolation of persons (in academic and scientific communities) particularly in the developing countries". It enjoys a very considerable measure of autonomy within the United Nations system. This autonomy implies, in particular, the fullest respect for academic freedom with regard to the choice of subjects and methods of research and training, the selection of persons and institutions to share in its task, the right of members of the University to express themselves freely and, last but by no means least, the use of the resources alloted to the University. This autonomy, which Unesco has consistently supported, is of fundamental importance for the value of its work.

Another basic idea is that the United Nations University should be, in a living and profound sense, an integral part of the world academic community. It must endeavour to win the confidence and secure the active co-operation of all academic institutions everywhere and it must, of course, take due account of the research and training activities being conducted in the different countries. It should gradually become an essential component of international academic life, a stimulant to research and innovation, and a catalytic agent which will be respected even by institutions which are not associated with it.

Finally, the United Nations University should become a focus of ethical as well as technical activity. All over the world today scholars and scientists are looking into their own consciences and reflecting increasingly on the sense of their activities and the final aims of science. Like Unesco, the United Nations University cannot stand aside from this debate, anymore than it can fail to interest itself in whatever bears on the progress and destiny of man.

Before closing I should like to pay tribute to the memory of the late U Thant, who as Secretary-General of the United Nations initiated the move to establish the body which has now come to be known as the United Nations University.

May I conclude by extending my congratulations on your initiative and my warmest wishes for the success of your meeting.

A.A.A. Adow

What is the U.N. University? Professor Helmut G. Callis July 21, 1975

In the opening address, Professor Helmut Callis addressed himself to the problems he perceived in the planning of the University structure, the political reasons for those problems, and specific suggestions which should be implemented in order for the University to realize its maximum potential.

Speaking from a global point of view, Dr. Callis quoted H.G. Wells in stating that "there exists a race between education and global catastrophe" which the U.N. University has an opportunity to influence favorably. Today's curriculum, on the whole, is provincial and archaic. The curriculum's intention to preserve and perpetuate the nationalistic self-interests of nation-states is outdated and must be replaced by a curriculum design which educates people for a planetary age. The U.N. University could have the capability to fill the need for a world university which educates people from a wholistic, global point of view, instead of from a nationalistic one.

According to its Charter, the purpose of the U.N. University is to train post-graduate scholars and conduct research in matters of concern to the United Nations, and by definition of the United Nations' purpose, to all people. The University is supposed to be an autonomous, self-sustaining, self-governing body of the United Nations organization. The decision making body is a twenty-four member University Council of international educators. The administrative head is a Rector (Dr. James Hester) who is assisted by three Vice-Rectors. Despite its intended autonomy, the planning for the University and its guiding charter was conducted by a select group of individuals (chaired by the late Andrew Cordier), and in almost complete isolation of the academic communities and leaders outside the United Nations system.

The reasons for such a planning approach and for the University's subsequent structure is purely political; which only reflects the guiding influence of most decisions made in the United Nations and its agencies. Since the U.N. University had to meet the approval of the General Assembly members, the product that emerged after months of planning is an elitist academic structure that does not present any form of competition to state and private universities, nor seriously alienate the interests of any one nation. As a result, the profile of the governing body is somewhat one-sided: there are no representatives from the Soviet Union, youth groups, the arts, and only one woman. Although the Charter was approved by the General Assembly in December 1973, Great Britain, the United States, and the Soviet Union abstained from voting. Out of a proposed $500 million budget, only Japan has contributed a significant amount ($100 million) plus headquarters fa-

cilities in Tokyo. Also, Senegal, Sweden, and Venezuela have arranged for contributions to the Endowment Fund. Hence, Professor Callis states, the U.N. University is more like a "baby looking for fosterparents;" and the indications are that the majority of "fosterparents" will come, if at all, from the non-industrialized countries of the so-called Third World.

One of the major obstacles the University faces is money. Although the original plan calls for the establishment of six regional research centers in developed countries, and nine centers in underdeveloped countries, the approximate cost per center of $8 million is prohibitive. Therefore, it is most probable that those centers will actually be consortia of existing research and training institutes around the world. What this necessitates is the cooperation and support of existing educational and research institutions on a national, yet more accurately, a community level to make the University successful.

Consequently, Professor Callis strongly suggested that the University's administrators should, first and foremost, collect, coordinate, and utilize the resources of research and teaching facilities of universities, non-governmental organizations, and citizen groups at the local level. If the University is to be at all successful, the majority of support must come from the community level of individuals and institutions willing to affiliate with the University and share their resources. Of course, financial support from governments, foundations, and organizations is necessary for the administrative operations. Yet money alone will not make the University work. Only the willingness and desire of community based supporters, coupled with financial aid, will help the University realize its full potential.

In closing, Professor Callis noted that it will be necessary for modern educational institutions, particularly those of higher education, to change their attitudes and interpretations of curriculum. If the University is to become a coordinator of autonomous educational bodies, then those bodies must change in order for the system, of which they are to be a part, to achieve its projected goal of educating people for a world community. After all, the whole is no stronger than the parts which comprise it.

Professor Callis' speech drew favorable reaction and general agreement from the participants. Everyone supported his call for initiative to come from the community level. One participant noted that Nordenfjeld University in Thy, Denmark, has already embarked on a new educational approach of learning through community interaction; and has proposed to the University Council that their

facilities and educational strategies become associated with the U.N. University.

Regarding financial support from the United States, the participants learned that a State Department task force had been assigned to explore the potential of the University; and also that an unofficial committee of Congressmen were preparing a proposal to Congress for official funding by the Federal government.

Can the U.N. University Become a Vehicle of World Education? Dr. Soichi Iijima

In response to the question, Dr. Iijima replied that it is simply too early to tell. Formal operations of the University do not begin until the Fall of this year, and it will probably be at least a year after that before specific programs are implemented.

Although three priority areas of research have already been determined by the University Council (food supply, management and use of the environment, and social development), this is not to mean that the University will be restricted to those areas in its programming. The potential certainly exists for the University to include innovative educational projects such as the Nordenfjeld University in its activities. Whether and how such programs are implemented depend largely upon the support received from local universities, training organizations, and individuals. Hence, it will be necessary for people to demonstrate their support for the University and programs oriented toward world education, by persuading local universities and organizations to seek meaningful and productive associations with the U.N. University.

Subsequent discussion centered around whether or not the University should be limited solely to research. Most members agreed that the research aspect of the University is a valuable element that should be retained. Yet they also shared Dr. Iijima's opinion that the University's programs can be expanded beyond research to provide social service programs in community development, extension educational services, and in-country training, just to name a few. Members also supported the University's intention to make sure that research resulting from the projects will be disseminated as quickly as possible to problem-solving situations, as opposed to being stored away on library shelves as has happened so often in the past.

How Can World Citizens Foster Planetary Consciousness through the U.N. University?
Dr. Peter Talbert July 22

Dr. Talbert, who has had extensive experience in leading workshops on planetary

consciousness and world education, assisted the group in defining, through physical movement and discussion, those aspects of education which they feel are existing and lacking in today's means of education, relative to educating people to think as members of a world community. Later, the group discussed means by which the U.N. University, as a potential institution of change, might lead the way in filling those gaps in the educational process.

Planetary consciousness is a term which is easy to discuss but difficult to define through action. The members agreed that the foundation of the definition is the importance of the individual as a member of a community. A community is any entity that one is a participating member of, and applies to any grouping of people ranging from a local social club, to the world itself. Planetary consciousness is being aware of oneself as an entity or microcosm of one's own, while at the same time, conscious of being a participating member of a macrocosmic world community which is effected by the actions or inactions of the individuals who compose it.

How does one apply this planetary consciousness in a pragmatic fashion in which world citizens can learn by working with each other? The answer is through education--but more specifically, through a new, innovative approach toward education and educational curriculum.

Education is a process which an individual can enter into or exit from according to one's choice. Traditionally, the educational process is formally entered at the approximate age of five, and formally exited upon the conclusion of one's academic studies. Informally, of course, education is a life-long process that begins almost at birth and continues throughout one's life.

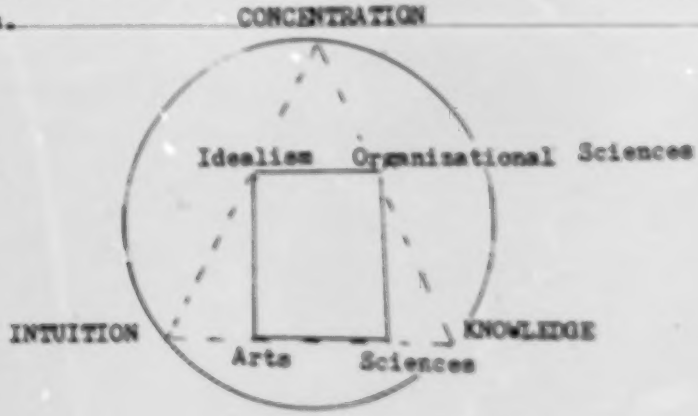
In order to actively demonstrate this thinking, Dr. Talbert led the group through an exercise, using the following drawing as a model for the educational process:

This model suggests four points of relativity as common entry points to the educational process, which is circular to mean that the process is an ongoing experience undergoing continual evaluation and change. The four points are: life-energy (spirit), consciousness and emotion, discernment and creativity (intellect), and finished products (sensation). The clearer one is in going through this process, then the clearer one will be in the finished product and one's relationship to the world community. "Finished products" mean one's vocations, values, attitudes, lifestyle, commitments, knowledge, etc.

After the model was chalked on the floor, the individuals moved to those areas which they felt were their weaknesses. Most people moved to "intellect." Next, they moved to the areas which they felt to be their strengths. The members were evenly split between "emotion" and "intellect."

The point, relative to education, is that the educational process should respond to the needs of those involved while simultaneously making use of their strengths. The U.N. University would have the technical capability to respond to this situation of needs and strengths on a global scale by acting as a catalyst for change in education. To do so requires critical introspection of the University and its structure by the Council, without hinderance of value judgements.

The second model, outlined below, offers an example of how the educational system exists today, and how it might change to more effectively promote planetary consciousness.




The square represents the four basic tangible academic areas in which formal education is grouped today. The dotted line portrays those intangible elements of education which encompass those tangible studies. The circle that connects all the elements represents a system of education for a world community

which the U.N. University could potentially promote. As one of the University research projects, the members recommended that the U.N. University commission outside authorities to develop educational methodologies to promote planetary consciousness.

The members agreed that, in order to realize the full model, it is necessary to reaffirm and implement "research for action-oriented programs" to which the U.N. University is already committed. They also agreed that the U.N. University should coordinate and make available to all people the opportunity to participate in new educational institutions oriented toward education for a world view. Such institutuions that should be associated with the University are: Nordenfjeld University, Friends World College, Chapman College, kibutzes, and many others.

In making such recommendations, the members were not denying the value of the University's post-graduate research and training plan. Yet there exists an equally important need for the University to expand its potential to include more people (formal and informal students) in its educational function.

The group later discussed the University's lack of money and the criticism that the innovative ideas outlined above could never be initiated due to insufficient funds. A representative from India noted that lack of money is often used as an excuse for inaction. He felt that the absence of funds is often an indication that the program, which seeks financial support, is not attractive enough to potential donors. Organizations have often found that it is easier to secure funds by initiating the program and proving its credibility, than by focusing all their energies in convincing people to donate money to a program that has not begun to prove itself. The University Council should consider using such an approach by initiating research and training projects which will attract the support of foundations, governments, and individuals.

Of course, there are political self-interests which will obstruct the initiation of new experimental programs. Nonetheless, risks must be taken if the University is to set the example for constructive change in education and global problem-solving.

In securing money from national governments and private funding sources, the question must be asked and clearly answered: "Is the donor buying interest in the U.N. University, or contributing to the interests of the whole?" Specifically, fears were raised that determination of the location of University regional centers might be influenced by the source of monetary donations as opposed to the advantages of the location to the goals of the University. While many people might justly claim that the answer is unchangeably the former, the question must be dealt with if the University is to be most effective.

The U.N. University Curriculum: Global Problems and Priorities: July 22

Professor Bennet Skewes-Cox & Dr. T.Y. Lin

Professor Skewes-Cox focused his comments on those subject areas of research which are not presently included in the University's list of intended studies. Without denying the value of the three priority areas already determined by the University Council, Professor Skewes-Cox suggested Disarmament and Peace Studies as two subject areas of research of equal priority importance to be studied.

Noting that ~~over~~ $200 billion is annually spent on arms and military forces, Professor Skewes-Cox described the present situation as one of "armed truce" instead of real peace. Historically, since the United Nations has less than adequately maintained peace throughout the world, it is imperative that studies should be done toward creating an effective global peace-keeping authority. Furthermore, the research approach of such peace studies should be not how to avoid World War III, but rather how to eliminate the machinery of international warfare and replace it with a non-violent means of international conflict resolution; i.e., enforceable world laws applicable to individuals, not nations.

Professor Skewes-Cox looked toward the U.N. University as a means of coordinating and facilitating present on-going research in war/peace studies, in addition to serving as a coordinator of programs which will train world-minded civil servants in conflict resolution, disarmament control, and U.N. organizational operations. To accomplish these proposals, it would be necessary to establish a worldwide communication system whereby educators and researchers can be in constant contact with each other, and to be consistently aware of the work being done in theoretical, experiential, and applicable sciences.

Dr. Lin followed by suggesting three examples of research projects which are not presently being covered by the work of existing universities, and are better suited for study by the U.N. University because of the international implications and benefits of such projects. Because of his area of expertise, Dr. Lin chose to present three engineering projects with which he is connected.

The first project is an "Intercontinental Peace Bridge" that would span the fifteen mile strait between Alaska and Siberia, thereby making the majority of the earth's land accessible by ground transportation.

The second project is a three tier transportation-pipeline highway that was proposed for the Alaskan pipeline route. The top tier would be a highway for trucks and cars, the second a railroad, and the third, a pipeline carrying gas,

oil, or communication lines. This project would not only conserve the environment and provide necessary transportation routes, but also provide an alternative to air travel, a major contributor of air pollution.

The third project proposed by Dr. Lin is an underwater energy unit that would harness the geothermal energy of the oceans, and could be developed for less money than a nuclear energy unit providing the same amount of power.

Private industry, particularly the oil companies, have both the technology and money necessary to develop such ideas. Yet, the primary obstacles are political. Nation-states have not overcome their self-interests sufficiently enough to develop these ideas on the cooperative level that is necessary. Private industries are, for the most part, not futuristic-oriented in anticipating the need for such projects. It is hoped that the U.N. University will be future-minded enough and politically free enough to overcome these two obstacles to the future developments of projects such as these.*

The U.N. University has the capacity to publicize and set a precedent for the development of alternative sources of energy, such as geothermal and solar energy. Unfortunately, many developing countries are basing their future economic development on fossil fuels which are becoming increasingly limited. If the U.N. University sets an example by giving research priority to alternative sources of energy, then developing countries might be favorably influenced to do the same.

In regard to financing, Dr. Lin did not feel that the U.N. University would be jeopardizing its autonomy by accepting funds from multinational corporations for work in this area. Multinational corporations contain both the technical and financial resources, plus the forward-mindedness, necessary to develop such projects for the benefit of the world.

The U.N. University as a Communications Center — Ms. Joan McKenna

Ms. McKenna pointed out that the technology for global problem-solving is present, and requires only a world-wide communications network to make this collective technology available to particular areas of need throughout the world. I.P. Sharp Associates of Toronto, Canada has designed a computer-to-computer interconnect system that could globally connect all computer based data banks. Coupled with the existing system of sophisticated satellite communications, research and problem-solving data would be shared by others around the world in a matter of minutes. This system could also help scholars monitor conferences throughout the world without having to attend them, thereby keeping them in touch

* Details may be secured from Dr. Lin, whose address appears in the supplement.

with discoveries and new information they might not have known. The U.N. University should utilize not only these resources, but also those of the aerospace industry. One member noted that is should not be impractical for the University to work with NASA in developing such communication systems.

U.N. University Research (eg. Food Supply and Development) Dr. Arnold Shultz and Dr. W. C. Weir

Continuing the discussion of communications, Dr. Shultz noted that the information which goes into such systems must be of value to others, and must be multidisciplinary in nature. In order to accomplish the goal of synergetic problem-solving, the University can not conduct research in isolation of other related issues. In fact, states Dr. Shultz, the U.N. University should consider conducting research on how to do research. As opposed to past practice of isolated research of the parts of a system, such as ecology, future research should be conducted in a synoptic, synergetic fashion that investigates the relation and effects of the parts to the whole ecological balance of the earth. In support of this theory, Dr. Shultz is contributing his teaching expertise to the International Ecosystem University of Berkeley where environmental studies are conducted from a "spaceship earth" synoptic point of view.

Dr. Weir, drawing from his attempts to establish an agricultural college in Chile, noted five additional conditions necessary for the success of problem-solving research: a) political stability, b) economic and credit stability, c) transportation and marketing stability, d) stability of human nature, and e) academic and training resource stability. Of these, the U.N. University has set as an objective the elimination of the "brain drain" problem which will encourage the establishment of the last condition.

Dr. Weir emphasized the importance of encouraging trained personnel to remain in their countries to contribute to the future development of their homes. Regarding affiliation, Dr. Weir suggested that the U.N. University invite the East-West Center of Hawaii to participate, due to its advances in promoting in-country training by native instructors.

How can People Become Involved in the U.N. University? Dr. Tom Rusch, Mr. Tim Zimmer, Ms. Dorothy Hackbarth, Professor Helmut Callis

The purpose of this meeting was to discuss the terms of affiliation that might exist between local universities and the U.N. University. Dr. Rusch en-

couraged affiliations assuming that affiliation would be based on working on the three priority areas determined by the Council. Since it does not appear likely that any research centers will be built within the near future, Dr. Rusch supported the formulation of regional consortia of institutions to address those projects commissioned by the University Council. There are advantages to both the U.N. University and local universities in such a relationship: the U.N. University can accomplish its goals without building new facilities, while existing institutions have an opportunity and means to improve the system of communication and resource-sharing between institutions of similar interest within a region and throughout the world.

For example, through both a computer data bank system, and a conventional conference/seminar system, research communication and coordination in food supply between Stanford University and the University of California at Davis should be facilitated. These universities, in turn, would be part of a consortium of food research institutes in California or the Western region of the United States. Certain areas of the Western region contain physical similarities to other parts of the world and hence suitable for coordinated research.

Dr. Rusch and other members of the seminar feel that California is an ideal location for a consortium of universities investigating food supply, management of the enviroment, and social development. California is a major food-producing state of the United States (one of the four major food-producing countries of the world). California is also a center for water resource management; and many of its cities, including those in Baja California, are models for social development in the areas of education, urbanization, communication, and transportation. There exists a large cadre of oceanographic experts, particularly in La Jolla, who are conducting advanced research into the ocean as a source of food, minerals, and energy. The members supported the idea of forming these consortia even if they were not to be affiliated with the U.N. University since the idea is so valuable to the increased efficiency of the universities themselves.

Recognizing that not all colleges and universities could be a part of the U.N. University formally, the members suggested a system of subaffiliation of those institutions that could provide services other than direct research, such as conference and communication services, or information dissemination through the university's radio and television facilities. Such services would also provide opportunities for non-postgraduate students to participate by staffing some of the services outlined above, in addition to conducting extension educational services and field research related to the U.N. University projects.

Affiliation between the U.N. University and non-governmental organizations and citizen groups can also provide channels for citizens to participate in the University's work. Cultural and educational organizations involved in disarmament, war and peace studies, and cross-cultural communication could address those research areas not being covered formally by the University but of equal importance to the welfare of the world.

It is necessary that affiliation between such groups and the U.N. University not be limited to a relationship defined by a piece of paper. Tim Zimmer suggested three models which the U.N. University might use in setting up a system of affiliation: a) the extension program system used by American universities, b) a communications consortium of non-governmental organizations and citizen groups charged with keeping the public informed of the Universiy's work, and c) a network of chapters of a citizens' support group modeled after the U.N. Association, which would build up a constituency of support for the University.

Actions have already been taken to implement some of the plans noted earlier. For example, Mr. H. William Brown, director of the Pacific-Western Committee for a U.N. University, reported that he has started to coordinate resources to compose a consortium called the Institute for the Human Environment. Also, the Northern and Southern California Committee(s) for the U.N. University have plans to collect and coordinate information dealing with resource facilities in California which could contribute to the U.N. University's projects.

The long range effect of affiliation between the U.N. University and organizations is significant. By opening the University's projects to more students and citizens, the chances of changing the educational status quo increase. As previously noted, it is becoming increasingly necessary for people to think in terms of being members of an interdependent world instead of independent nations. Education must generate this wholistic approach toward the world. By implementing such a system of affiliation and subaffiliation outlined above, the U.N. University has the potential to set a new educational precedent toward the building of a new and necessary global consciousness.

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## Papers Submitted to the Workshop

Professor Helmut G. Callis:

"The World University and Higher Education in a Time of Crisis"

"The United Nations University: Address to the U.N. University Workshop" July 21-23, 1975

"The United Nations University: Research and Training & Organizational and Financial Matters"

Dr. Soichi Iijima:

"For the Future of Mankind"

Mr. Marty Tillman:

"The Role of the Gandhi Peace Foundation Within the United Nations University"

Copies may be secured by writing to the authors. Copies of Mr. Tillman's paper can be obtained through the Academy of World Studies, 2820 Van Ness Avenue, San Francisco, CA 94109

## Additional readings

A University for the World: The United Nations Plan: Dr. Harold Taylor

Fastback Series, Phi Delta Kappa Educational Foundation, Bloomington, IL November 1974

The U.N. University: Present Status Spring/Summer 1975

Available through the U.S. Committee for the U.N. University, 241 West 12th St., New York, N.Y. 10014, and the Office of the Rector, U.N. University, 70 Washington Square South, New York, N.Y. 10012.

Recommendations for Priorities and Charter Changes for the U.N. University

(Waltham, Massachusetts, November 16-18, 1973) Available through the Association for World Education, 3 Harbor Hill Drive, Huntington, N.Y. 11743.

Report of the Conference on Alternative Designs for World Universities (Denmark, August 19-25, 1973)

Program for the Nordic U.N. University Ronald Manheimer

Both reports available through the Association for World Education which also has reports of U.N. University study groups from Canada, Japan, and elsewhere.

Report on the United Nations University Colloquium Presented by the Academy of World Studies in San Francisco, March, 1974. Available from Northern Calif. Committee for the U.N. University, 2820 Van Ness Ave., San Francisco, Calif. 94109.